

University of North Dakota      Department of Communication  
 COMM 110-ONLINE      Fundamentals of Public Speaking      Fall 2019 Syllabus

**Section 18: Online. Streamed on Blackboard every M or T**      **Instructor: Professor Brad Serber**  
**Office: 2370M Columbia Hall\***      **E-mail: [bradley.serber@und.edu](mailto:bradley.serber@und.edu)**  
**Skype office hours: W 1-3 or by appointment**      **Skype ID: brad.serber**

*\* If you would like to chat with me, please e-mail me or set up a Skype office hours appointment (ideally at least 48 hours in advance)*

**Course Description: Comm 110. Fundamentals of Public Speaking. 3 credits.**

The theory and practice of public speaking with emphasis on content, organization, language, delivery, and critical evaluation of messages. Basic principles of speech from the viewpoint of composition and delivery. Emphasis on student performance stressing original thinking, effective organization and direct communication of ideas.

**Required Materials:**

*Textbook:*

1. The textbook for this course is an Open Educational Resource text provided free of charge (you're welcome!) as a PDF in the "Content" tab on Blackboard. Each chapter is listed in the calendar at the end of this syllabus.
2. Other readings as provided. See Blackboard "Content" tab for details.

*Other Required Materials:*

1. Access to Blackboard: [blackboard.und.edu](http://blackboard.und.edu). Please check regularly for important class materials. All course communication will only be provided via Blackboard and official UND e-mail addresses (not via text, Gmail, etc.) only.
2. Access to YuJa: Available for free under the "Content" tab on Blackboard
3. A laptop, smartphone, and/or tablet with a video camera to record your speeches
4. E-mail: Please check your e-mail regularly. Not checking e-mail is not an excuse for missing important details about the course, including but not limited to schedule changes, assignment details, and other announcements.

**Major Speech Requirements:**

Although this class will emphasize all four major modes of delivery (manuscript, impromptu, memorized, and extemporaneous), your major speeches must be delivered with *extemporaneous* speaking from key word notes. **When you record your speeches, I need to see you using your key word speaking outline and to see your whole body in order to comment on your nonverbal delivery.** I neither expect nor want you to memorize your speeches for this course. You may not read them either. As one of my colleagues (Dr. Pat Queen) says, "This is a public speaking class, not a public reading class." Each speech will require both a *full-sentence preparation outline* and a *key word speaking outline*. As the name suggests, the preparation outline will help you prepare your speech; you are, however, expected to deliver your speech from a **key word** speaking outline. Please turn in your full-sentence preparation outline via e-mail ([bradley.serber@und.edu](mailto:bradley.serber@und.edu)) before you deliver your speech on your speaking date and turn in your key word speaking outline and visual aids directly after your speech. Failure to deliver your speeches extemporaneously will result in significant reductions to your grade. You have been warned. More information to come.

## Requirements for COMM 110

### Assignments

#### Two graded full-length major speeches:

##### Speech 1: “Lesson Learned” Speech (4-6 min. + Q&A)

On your journey to adulthood, you’ve undoubtedly received plenty of advice and encountered some life lessons along the way. We learn through both other people’s speech and our own experience. Sometimes other people save us from ourselves, and other times they give us terrible advice. Sometimes we learn things “the hard way” only by making a mistake and then realizing it later. Our most meaningful life lessons are often accompanied by strong emotions: humor, regret, embarrassment, pain, awe, or gratitude. This speech is the most personal of the major speeches you will give in this class. Your goal is to share with members of your audience a surprising life lesson that you learned through words and/or actions and to teach them things that they didn’t already know about that topic. Although this speech begins with your own stories, it can’t simply end there. Chances are that others have learned the same life lesson that you have, so in order to demonstrate that your life lesson is not idiosyncratic, it will be important to validate your experience with the experiences of others, whether through similar narratives or through other types of evidence and reasoning (facts, statistics, examples, etc.). Though you may include family and friends as part of your narrative, they do not count toward your external sources: the other people you cite should be people outside of your own networks of family and friends. Additionally, while this is a personal speech, you will want to do some good audience analysis and be careful about what you disclose. This is not a “conversion narrative,” in the religious, political, or cultural sense. Your purpose is not to proselytize, but rather to tell us a good story and support it with ideas from others. Please do not talk about religion, politics, drugs and alcohol, or illegal or questionable activities. If you’re not sure, please ask.

##### Speech 2: *Techne*/Major Speech (4-6 min. + Q&A)

The classical Greek term *τέχνη* *techne* (TECK-nay), refers to an area of study that can be taught, mastered, and practiced. In this speech, your task is to explore something related to your (declared or undeclared) major and/or ideal career. You have several options here. For instance, you may discuss strategies for choosing a major or career path, why people should go into a particular field, misconceptions and clarifications about that field, what exciting new trends or developments are happening there, how to put together a résumé or cover letter, or strategies for interviewing. Your speech must be research-based, innovative (teaches your audience things that go beyond common knowledge), and adapted to audience members inside and outside of your field.

##### Small Group Deliberation (10-12 min. + Q&A)

Deliberation, as we will conceive of it, will consist an exploration of multiple sides of a controversial topic. In contrast to debate, deliberation may be, but does not have to be, about finding the “right” answer, but instead is more about learning multiple perspectives about an issue and becoming informed decision-makers. This presentation, which you will conduct in small groups and deliver to the whole class, will involve your group examining a public problem, discussing multiple possible solutions to that problem, and ultimately advocating your own shared proposal for the best available option. Like your two major speeches, your deliberation must be delivered extemporaneously.

- **Five pass/fail mini speeches** (*roughly 1-2 minutes each*): These mini speeches are designed to give you plenty of practice speaking informally throughout the semester. Please upload your mini speeches and peer responses to YuJa on the days that they are due.
- **Quizzes and final exam**: In addition to teaching you public speaking skills, this class will also cover the history and theory of public speaking. To test your knowledge, there will be regular online timed tests with only one attempt available. These tests will assess your knowledge and understanding of everything we discuss. All of these tests will be comprehensive, meaning that anything covered in your textbook, Blackboard videos, assignments, and other course materials up until the time of the test is fair game.
- **Assignments**
  - Peer and self evaluations for each major speech: Instructions for both will be provided in the speech assignment prompts.
  - Homework assignments: assigned and turned in on Blackboard. More information including grading rubrics will be provided.
- **Active participation**: This is a public speaking class, and, as such, it requires a public. Your regular participation and engagement with classmates throughout the semester is required and will affect your grade, as will your adherence to course policies. See Blackboard for more information.

## Grading

Your grade for this course will be on a 1000-point scale. The table below will help you and your instructors keep track of your grade easily. Grades will be determined as follows:

Speech 1: 150 points	(15%)	My Score: _____
Speech 2: 200 points	(20%)	My Score: _____
Deliberation: 200 points	(20%)	My Score: _____
Mini Speeches: 20 points each, 100 points total	(10%)	My Score: _____
Mini Speech 1 (10 points) and peer responses (10 points)		My Score: _____
Mini Speech 2 (10 points) and peer responses (10 points)		My Score: _____
Mini Speech 3 (10 points) and peer responses (10 points)		My Score: _____
Mini Speech 4 (20 points), no peer responses		My Score: _____
Mini Speech 5 (10 points) and peer responses (10 points)		My Score: _____
Quizzes: 120 points (30 points each x 4 quizzes)	(12%)	My Score: _____
Homework: 130 points total	(13%)	My Score: _____
Speech 1 Peer Evals, 20 points		My Score: _____
Speech 1 Self Eval, 10 points		My Score: _____
Speech 2 Peer Evals, 20 points		My Score: _____
Speech 2 Self Eval, 10 points		My Score: _____
Speech 3 Group Action Plan, 20 points		My Score: _____
Group Deliberation Eval, 10 points		My Score: _____
Individual Deliberation Eval, 10 points		My Score: _____
Homework Assignment 1: Comm Model/Rhet Situation, 15 points		My Score: _____
Homework Assignment 2: Speech Criticism, 15 points		My Score: _____
Final Exam: 100 points	(10%)	My Score: _____

\* letter grades will be as follows: A (90.0 or above), B (80.0-89.9), C (70.0-79.9), D (60.0-69.9), F 59.9 and lower)

## Participation

As stated previously, this is a public speaking class and, as such, it requires a public. If “online public speaking” sounds like an oxymoron to you (doubtful if you registered for it), remember that online publics are still publics. What will make this class function more like a face-to-face class is that you still (1) will be watching each other’s (digitized) speeches and (2) are required to speak extemporaneously. Although there is no formal “participation grade,” many of your course assignments will require you to watch and respond to your classmates’ speeches. It is imperative that you provide timely, useful, constructive feedback in a courteous manner.

## Late Work

One of the skills that is essential for effective public speaking is time management. Speeches/deliberations given after they are due and any other late work will lose 20% per day from their grade unless they are from documented, approved excused absences. This includes delays in uploading your speeches into YuJa, so I recommend that you get them in before the deadline, as YuJa might freeze up if you all upload your speeches at the same time. It is crucial that you keep up with the course schedule and plan your speeches in advance.

## Grade Appeals: The “24/7” Rule

If you are unhappy with the grade you receive on any of your assignments, you may submit a written appeal to make a case for why your grade should be changed. Such appeals, however, are time-sensitive and may not be considered if they do not follow the “24/7” rule: *once you receive your grade, take 24 hours to look over my comments before you write an appeal; once you have done so, you have 6 more days (7 from the time that your instructor originally returned the assignment – hence “24/7”) to file an appeal. Grade appeals will not be considered more than 7 days after your instructor returned the graded assignment to you.*

For best results, your appeal should be based upon the criteria listed in the assignment grading rubric and should provide strong evidence and reasoning to make your case. Your instructor will determine whether a grade change is warranted and will explain his or her rationale.

## Human Resources (not in the bureaucratic sense)

Your classmates and instructor are the single best resources you have available to you in this class. Please treat them with respect. They care about your learning, want you to have quality educational experiences, and want you to succeed. Please let me know, in a courteous manner, what I am doing well and if you have any questions, comments, or concerns about the course. If you have a concern with anything happening in the classroom, please speak with me as soon as possible so that the problem can be resolved. If I am unaware that a problem exists, then I can’t do anything to fix it.

### **Essential Studies:**

This is an Essential Studies Communication course, and as such is meant to introduce, and give you the opportunity to practice, the skills necessary to speak and write effectively in civic, academic, and professional settings. Because effective communication is learned through continued practice, Essential Studies Communication courses place a strong emphasis on process; your instructor will give regular feedback on your speaking and/or writing and you will be required to produce multiple oral presentations and/or written texts. These assignments will certainly require you to work with particular content or information, but they'll also demand that you are aware of rhetorical strategies and style of delivery.

ES Communication courses are designed to encourage the development of the following skills:

- Awareness of purpose and the construction of argument.
- Awareness of audience.
- The ability to analyze, synthesize, and incorporate outside sources and the ideas of others; using the conventions associated with citing sources and communicating clearly in various disciplines.

This course also addresses the ES learning goals of Oral Communication and Critical Inquiry & Analysis. Oral communication means that it is about presenting information (formally or informally) in various settings and to various audience sizes. Critical Inquiry & Analysis means that it is about collecting and analyzing information to reach conclusions based on evidence through a systematic process of exploring issues, objects, or works through the collection of evidence that results in informed conclusions or judgments.

### **Objectives and Goals for Student Learning of the Department of Communication:**

**Mission:** The mission of the Department of Communication is to provide students with a broad understanding of human communication in various contexts, across diverse cultures, and through multiple systems. The Program engages students in lifelong learning that addresses socially and globally pressing communication challenges through scholarly, creative, critical, and practical curriculum and instruction.

**Goals:** We seek to achieve this mission by designing an interdisciplinary curriculum that respects the liberal arts tradition and exposes students to a variety of theoretical and practical experiences to become informed, engaged, and ethical global citizens.

### **This course's objectives focus on Goal 2 of the 6 Goals for Student Learning:**

#### **Goal 2: Students will be able to communicate both orally and in writing**

Objective 1. Prepare and deliver oral presentations for a variety of audiences

Objective 2. Construct appropriate messages in writing for a variety of contexts

All Comm majors and pre-majors will be added to the Department of Communication Listserv. The purpose of the listserv is to keep students informed of opportunities to enhance their educational experience at UND. It is the avenue that allows the Department to communicate scholarship opportunities and deadlines, networking opportunities, and announce pertinent meeting dates. Contact the Department of Communication office ([und.comm@email.und.edu](mailto:und.comm@email.und.edu)) if you would like to be removed from the listserv or if you are not receiving messages and would like to be added. To keep informed, also refer to the Department of Communication web page (<https://arts-sciences.und.edu/communication/>)

The Department of Communication is committed to bringing the richness of cultural diversity to all students. Through active engagement, the Department of Communication endeavors to provide multicultural opportunities, to reduce cultural stereotypes, to embrace cultural differences, and to promote respect for cultural diversity. The Department of Communication follows the Academic Grievance Procedures of the College of Arts and Sciences. The procedures are posted online on the UND College of Arts and Sciences Forms web page at [https://arts-sciences.und.edu/\\_students/studentappeals.pdf](https://arts-sciences.und.edu/_students/studentappeals.pdf).

### Academic Integrity

All students are subject to the University Of North Dakota [Code of Student Life](#), including, but not limited to, issues of [Academic Dishonesty](#). **The University of North Dakota Communication Department takes scholastic dishonesty and plagiarism very seriously. Read the following information closely and complete the assigned tutorials and corresponding tests if you haven't done so already.** If you engage in scholastic dishonesty, disciplinary action at both the departmental and university levels will be taken, which could result in failing the course and/or expulsion from the university.

Examples of scholastic dishonesty include, but are not limited to:

**Recycling prior work:** submitting work previously submitted and evaluated for course credit in prior sections of this course or in other courses.

**Cheating:** copying from another student's test; possessing or using material during a test not authorized by the person giving the test; collaborating with or seeking aid from another student during a test without permission from the instructor; knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an unadministered test; substituting for another student or permitting another student to substitute for oneself to take a test; bribing another person to obtain an unadministered test or information about an unadministered test.

**Plagiarism:** appropriation, buying, receiving as a gift, or obtaining by any means another person's work and the unacknowledged submission or incorporation of it in one's own work.

**Collusion:** unauthorized collaboration with another person in preparing any academic work offered for credit.

**All COMM majors and students taking COMM classes are required to pass a brief online course that teaches them how to identify plagiarism.** This course was put together by Indiana University, which has kindly allowed us to utilize it for our own students. To pass the course, use the links provided below. Obtain the certificate, then upload it to the Assignment in this course entitled **Plagiarism Certification** by the date indicated on the schedule. If you have already obtained this certificate, you don't need to take the Indiana University course again. Simply upload the certificate that you have already earned for all COMM courses. *Finally, if you do not turn in this certificate by the end of the semester, you will not receive a grade for this course.*

Watch the "How to Recognize Plagiarism" tutorials here:

<https://www.indiana.edu/~academy/firstPrinciples/index.html>

and learn about registration / certification tests here:

<https://www.indiana.edu/~academy/firstPrinciples/certificationTests/index.html>

## UND Information:

*Using the DigiComm Lab:* Please be kind to the DigiComm Lab space if you plan to use it to record your speeches. We hope to use it for many years to come. Should you encounter any damaged or malfunctioning equipment, regardless of whether you were the one to damage it, please report it immediately to Professor Serber at [bradley.serber@und.edu](mailto:bradley.serber@und.edu).

*Accessibility:* Contact your lab instructor to request disability accommodations, discuss medical information or plan for an [emergency evacuation](#). To get confidential guidance and support for disability accommodation requests, students are expected to register with [Disability Services for Students](#), 180 McCannell Hall, or 701-777-3425.

*Reporting Sexual Violence:* If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND's Title IX Coordinator, Donna Smith, for assistance: 701-777-4171; [donna.smith@und.edu](mailto:donna.smith@und.edu) or go to <http://UND.edu/affirmative-action/title-ix>. It is important for students to understand that faculty are required to share with UND's Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been a victim of sexual violence, you can find information about confidential support services at <http://UND.edu/affirmative-action/title-ix>.

*UND Cares Program:* The UND Cares program (<http://und.edu/und-cares/>) seeks to educate faculty, staff and students on how to recognize warning signs that indicate a student is in distress.

*Notice of Nondiscrimination:* It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to Donna Smith, Director of Equal Employment Opportunity/Affirmative Action and Title IX Coordinator, 401 Twamley Hall, 701.777.4171, [und.affirmativeactionoffice@UND.edu](mailto:und.affirmativeactionoffice@UND.edu) or the Office for Civil Rights, U.S. Dept. of Education, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

*Writing Center:* The Writing Center is a resource for students, faculty, and staff working on projects in any field and at any stage of the writing process. It offers far more than "just" remedial services, so feel free to make an appointment regardless of whether you see yourself as a beginning or advanced writer. Located in 12 Merrifield Hall, the Writing Center offers individual sessions with a writing consultant. Make an appointment online at <http://writingcenter.und.edu>.

*Peer Mentor Program:* Having questions or problems? Want some advice about talking to a professor or dealing with a roommate? Peer mentors are experienced students who are ready to help you acclimate to college life and be successful at UND. Please check them out at: [https://www.youtube.com/watch?v=Ao-C1komsyg&feature=youtube\\_gdata\\_player](https://www.youtube.com/watch?v=Ao-C1komsyg&feature=youtube_gdata_player) or get in touch at [UND.peer.mentors@und.edu](mailto:UND.peer.mentors@und.edu).

### Calendar (subject to change)

All assignments are due at the beginning of class on the date posted unless otherwise specified.

Week 1 (Aug. 26-Sept. 1)	
<p>Introductions, Expectations, Assignments, Speech Activities</p>	<p><b>Readings Due:</b> Serber, <i>Finding Your Voice</i> (OER Textbook), Ch. 1</p> <p><b>Blackboard Videos Due:</b> Welcome Video (YuJa)</p> <p><b>Assignments Due:</b> (1) Mini Speech 1 (due to YuJa by Sunday at 5:00 p.m. Central), (2) Plagiarism Training Certificate (due as soon as possible)</p> <p><i>Recommended: Begin with each reading. If there's a corresponding video, watch it before you move on to the next reading. The readings and videos are designed to help you with your assignments, so I recommend that you work through them first.</i></p>
Week 2 (Sept. 2-8)	
<p>The Five Canons (General)</p> <p>Invention</p>	<p><b>Readings Due:</b> <i>Finding Your Voice</i>, Chs. 2-3</p> <p><b>Blackboard Videos Due:</b> (1) The Five Canons, (2) Invention</p> <p><b>Assignments Due:</b> Mini Speech 1 Peer Responses (due Wed at 5:00)</p>
Week 3 (Sept. 9-15)	
<p>Arrangement &amp; Style</p>	<p><b>Readings Due:</b> (1) <i>Finding Your Voice</i>, Chs. 4-5</p> <p><b>Blackboard Videos Due:</b> (1) Arrangement (x2), Style</p> <p><b>Assignments Due:</b> (1) Quiz 1 (Blackboard, due Sunday at 5:00)</p>
Week 4 (Sept. 16-22)	
<p>Memory &amp; Delivery</p>	<p><b>Readings Due:</b> <i>Finding Your Voice</i>, Chs. 6-7</p> <p><b>Blackboard Videos Due:</b> Memory &amp; Delivery</p> <p><b>Assignments Due:</b> (1) Mini Speech 2 (due Friday at 5:00), (2) Mini Speech 2 Peer Responses (due Sunday at 5:00)</p>
Week 5 (Sept. 23-29)	
<p>Audience Analysis</p> <p>Communication Model</p> <p>Rhetorical Situation</p>	<p><b>Readings Due:</b> Chs. 8-10</p> <p><b>Blackboard Videos:</b> (1) Audience Analysis, (2) Communication Model &amp; Rhetorical Situation</p> <p><b>Assignments Due:</b> Communication Model OR Rhetorical Situation Homework Assignment (due Sunday at 5:00)</p>



Week 6 (Sept. 30-Oct. 6)	
Listening & Criticism Visual Aids	Reading Due: <i>Finding Your Voice</i> , Chs. 11-12 Blackboard Videos Due: (1) Listening & Criticism, (2) Visual Aids Assignments: (1) Speech Criticism Homework Assignment (due Sunday at 5:00), (2) Quiz 2 (due Sunday at 5:00)
Week 7 (Oct. 7-13)	
Communication Ethics	Reading Due: <i>Finding Your Voice</i> , Ch.13 Blackboard Videos Due: (1) Communication Ethics Assignments: (1) Speech 1 (due Sunday at 5:00 p.m.. Turn in all materials (preparation outline, speaking outline, visual aids) with your speech.
Week 8 (Oct. 14-20)	
Technical Communication	Reading Due: <i>Finding Your Voice</i> , Ch. 14 Blackboard Videos Due: (1) Technical Communication Assignments: (1) Speech 1 Peer Evals, (2) Speech 2 Self Evals (both due Wednesday by 5:00 p.m.), (3) Mini Speech 3 due Sunday at 5:00)
Week 9 (Oct. 21-27)	
Persuasion I: Claims	Reading Due: <i>Finding Your Voice</i> , Ch. 15 Blackboard Videos Due: (1) Persuasion I Assignments: (1) Mini Speech 3, (2) Mini Speech 3 Peer Responses (due Wednesday at 5:00), (3) Quiz 3 (due Sunday at 5:00)
Week 10 (Oct. 28-Nov. 3)	
Persuasion II: Evidence & Reasoning	Reading Due: <i>Finding Your Voice</i> , Chs. 16-17 Blackboard Videos Due: (1) Persuasion II Assignments: (1) Mini Speech 4 (due Sunday at 5:00). *No peer responses for this speech, but watch each other's videos to learn logical fallacies
Week 11 (Nov. 4-10)	
Civic & Community Engagement	Reading Due: (1) Invitational Rhetoric summary, (2) Lozano-Reich & Cloud, "The Uncivil Tongue" (Blackboard) Blackboard Videos Due: (1) Civic & Community Engagement Assignments: (1) Speech 2 (due Sunday at 5:00 p.m.). Turn in all materials (preparation outline, speaking outline, visual aids) with your speech

Week 12 (Nov. 11-17)	
Deliberation	<p>Reading Due: (1) <i>Finding Your Voice</i>, Ch. 18, (2) Goodnight, "Spheres" (Blackboard)</p> <p>Blackboard Videos Due: (1) Deliberation</p> <p>Assignments: (1) Speech 2 Peer Evals, (2) Speech 2 Self Evals (both due Wednesday at 5:00), (3) Quiz 4 (due Sunday at 5:00)</p>
Week 13 (Nov. 18-24)	
Small Group Communication	<p>Reading Due: <i>Finding Your Voice</i>, Ch. 19</p> <p>Blackboard Videos Due: (1) Small Group Communication</p> <p>Assignments: (1) Group Deliberation Action Plan (due Sunday at 5:00)</p>
Week 14 (Nov. 25-Dec. 1)	
Ceremonial Speaking	<p>Reading Due: <i>Finding Your Voice</i>, Ch. 20</p> <p>Blackboard Videos Due: (1) Ceremonial Speaking</p> <p>Assignments: (1) Mini Speech 5 (due Wednesday at 5:00), (2) Work with Deliberation Group</p>
Week 15 (Dec. 2-8)	
Communication Beyond Speech	<p>Reading Due: <i>Finding Your Voice</i>, Ch. 21</p> <p>Blackboard Videos Due: (1) Communication Beyond Speech</p> <p>Assignments: (1) Mini Speech 5 Peer Responses (due Wednesday at 5:00), (2) Work with Deliberation Group</p>
Week 16 (Dec. 9-15)	
Deliberations	<p>Reading Due: n/a</p> <p>Blackboard Videos Due: (1) n/a</p> <p>Assignments: (1) Deliberations (due Friday at 5:00), (2) Deliberation Group Eval, (3) Deliberation Individual Eval (both due Sunday at 5:00)</p>
Finals Week (Dec. 16-20)	
Final Exam	Final Exam available on Tuesday, 12/17, due by 5:00 p.m.